Student: _____ **Date of Birth:** _____ **SAIS Number:** _____

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

READING
Students learn and effectively apply a variety of reading strategies for comprehending, interpreting, and evaluating a wide range of texts including fiction, nonfiction, classic, and contemporary works.

FUNCTIONAL (Ages 3-21)
Within the functional context of home, school, work, and community environments, and using assistive technology, tangible and/or picture symbols, sign language, tactile finger spelling, Braille, written word, students know and are able to do the following:

READING	Comments	Emergent			Supported			Functional			Independent		
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**			**See AST Score 4-6**			**See AST Score 7-10**			**See AST Score 11**		
R-FS1. Demonstrate an understanding of directionality.													
PO 1. Track visually, auditorily, and/or tactually in a horizontal (left to right) and vertical (top to bottom) pattern.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 2. Focus attention to features of objects or pictures given distracters.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11

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READING	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
FUNCTIONAL (Ages 3-21) R-FS1 continued													
PO 3. Systematically handle book or materials created for sharing information (e.g., locating beginning, middle, end; handling and/or interacting with menus, bus schedules, and shopping lists).		**P** **B** **R** **1** **1** **1** **2** **2** **2** **3** **3** **3**			**P** **B** **R** **4** **4** **4** **5** **5** **5** **6** **6** **6**			**P** **B** **R** **7** **7** **7** **8** **8** **8** **9** **9** **9** **10** **10** **10**			**P** **B** **R** **11** **11** **11**		
R-FS2. Demonstrate knowledge of the relationship between concrete experiences or objects with progressively more abstract symbols.													
PO 1. Match object to object.		P B R 1 1 1 2 2 2 3 3 3			P B R 4 4 4 5 5 5 6 6 6			P B R 7 7 7 8 8 8 9 9 9 10 10 10			P B R 11 11 11		
PO 2. Match object to photo of like object.		P B R 1 1 1 2 2 2 3 3 3			P B R 4 4 4 5 5 5 6 6 6			P B R 7 7 7 8 8 8 9 9 9 10 10 10			P B R 11 11 11		
PO 3. Match picture to picture (e.g., same picture, black and white line drawings, varying representation of same object).		P B R 1 1 1 2 2 2 3 3 3			P B R 4 4 4 5 5 5 6 6 6			P B R 7 7 7 8 8 8 9 9 9 10 10 10			P B R 11 11 11		
PO 4. Match picture to activity (e.g., picture of computer to indicate time for computer activity).		P B R 1 1 1 2 2 2 3 3 3			P B R 4 4 4 5 5 5 6 6 6			P B R 7 7 7 8 8 8 9 9 9 10 10 10			P B R 11 11 11		

Student: _____ Date of Birth: _____ SAIS Number: _____

READING	Comments	Emergent			Supported			Functional			Independent		
FUNCTIONAL (Ages 3-21) R-FS2 continued		**See AST Score 1-3**			**See AST Score 4-6**			**See AST Score 7-10**			**See AST Score 11**		
PO 5. Associate common symbol with picture or concept (e.g., golden arches for McDonalds, pick out specific cereal brands by coupons, labels, Ø no entry).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 6. Match word to word.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
R-FS3. Comprehend the meaning of simple survival words/pictures.													
PO 1. Recognize survival words, logos, environmental signs (e.g., job instructions, classroom/work schedules, locate correct bathroom or cleaning materials using labels, recognize poisonous items/dangers by signs/labels).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 2. Derive meaning from survival words, logos, environmental signs (e.g., job instructions, classroom/work schedules).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 3. Label objects/pictures (e.g., drill-receptive and/or expressive).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11

READING	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
FUNCTIONAL (Ages 3-21) R-FS3 continued													
PO 4. Tell story about objects/pictures.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 5. Follow sequence of simple pictures or written directions (e.g., recipe/work routines).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
R-FS4. Retell stories/directions in sequence using gestures, words, or pictures.													
PO 1. Identify main character(s).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 2. Recall an event from a story.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 3. Answer questions related to sequence of events (e.g., "What happened after _____?" "What do you do next?").		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11

Student: _____ **Date of Birth:** _____ **SAIS Number:** _____

READING	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
FUNCTIONAL (Ages 3-21)													
R-FS5. Decode simple words.													
PO 1. Recognize name.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 2. Match upper and lower case letters.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 3. Match picture to word.* *IEP team determines**.**		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 4. Read predetermined number of words * **(e.g., TV schedule, cafeteria menu, common words, functional vocational words).** *IEP team specifies number of words.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11

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STANDARD 1: READING PROCESS	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
READINESS (Kindergarten)													
1R-R1. Demonstrate understanding of print concepts.													
PO 1. Recognize that print represents spoken language and conveys meaning (e.g., *Exit* and *Danger* signs).		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 2. Hold a book right side up and turn pages in the correct direction.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 5. Distinguish between printed letters and words.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: READING PROCESS	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
READINESS (Kindergarten) 1R-R1 continued													
PO 6. Recognize that spoken words are represented in written language by specific sequences of letters		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
1R-R2. Identify and manipulate the sounds of speech.													
PO 1. Distinguish spoken rhyming words and non-rhyming words (e.g., run, sun versus run, man).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11

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STANDARD 1: READING PROCESS	Comments	Emergent			Supported			Functional			Independent		
READINESS (Kindergarten) 1R-R2 continued		See AST Score 1-3			See AST Score 4-6			See AST Score 7-10			See AST Score 11		
PO 4. Blend two or three spoken syllables to say words.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 5. Blend spoken simple onsets and rimes to form real words (e.g., */c/* and rime */at/* makes cat).		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 6. Blend spoken phonemes to form a single-syllable word (e.g., */m/.../a/.../n/* makes man).		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 7. Identify the initial and final sounds (not the letter) of a spoken word.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes */d/.../o/.../g/* while the student moves a block or tile for each phoneme).		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: READING PROCESS	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
READINESS (Kindergarten)													
1R-R3. Decode words, using knowledge of phonics, syllabication, and word parts.													
PO 1. Identify letters of the alphabet (upper and lower case).		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 3. Say letter sounds represented by the single-lettered consonants and vowels.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
1R-R4. Acquire and use new vocabulary in relevant contexts.													
PO 1. Determine what words mean from how they are used in a sentence, heard, or read.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: READING PROCESS	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
READINESS (Kindergarten) 1R-R4 continued													
PO 3. Describe familiar objects and events in both general and specific language.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
1R-R6. Employ strategies to comprehend text.													
PO 1. Make predictions based on title, cover, illustrations, and text.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
2R-R1. Identify, analyze, and apply knowledge of the structures and elements of literature.													
PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11

STANDARD 2: COMPREHENDING LITERACY TEXT	Comments	Emergent			Supported			Functional			Independent		
READINESS (Kindergarten) 2R-R1 continued		**See AST Score 1-3**			**See AST Score 4-6**			**See AST Score 7-10**			**See AST Score 11**		
PO 2. Identify elements of a story, including characters, setting, and key events.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 3. Retell or re-enact a story, placing the events in the correct sequence.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 4. Determine whether a literacy selection, that is heard, is realistic or fantasy.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
3R-R1. Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.													
PO 1. Identify the purpose for reading expository text.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 2. Restate facts from listening to expository text.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 3: COMPREHENDING INFORMATIONAL TEXT 3R-R1 continued	Comments	Emergent			Supported			Functional			Independent		
READINESS (Kindergarten)		See AST Score 1-3			See AST Score 4-6			See AST Score 7-10			See AST Score 11		
PO 3. Respond appropriately to questions based on facts in expository text, heard or read.		**P**	**B**	**R**	**P**	**B**	**R**	**P**	**B**	**R**	**P**	**B**	**R**
		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
3R-R2. Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.													
PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.		**P**	**B**	**R**	**P**	**B**	**R**	**P**	**B**	**R**	**P**	**B**	**R**
		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Identify signs, symbols, labels, and captions in the environment.		**P**	**B**	**R**	**P**	**B**	**R**	**P**	**B**	**R**	**P**	**B**	**R**
		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			